

This letter is also available in Welsh

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Dear Iwan Owen-Ellis

Interim Visit: February 2025

Thank you for your support in facilitating the interim visit to the school. We enjoyed the opportunity to meet with you, your staff and pupils and hear more about the improvement work the school has undertaken since the core inspection.

During the visit, we had an opportunity to:

- Talk to senior leaders and co-ordinators about your improvement work
- Talk to pupils and hear their feedback about the school
- Visit mathematics, English, Welsh, science, technology and humanities lessons
- Scrutinise books and observe lessons with senior leaders
- Look at the work the school is doing to improve provision for developing pupils' reading, writing and numeracy skills across the curriculum
- Look at how leaders use the school's self-evaluation and planning for improvement processes when considering teaching and learning

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

Focus of visit

To what extent does the school develop strategic planning for skills, focusing on reading, writing and numeracy skills?

Provision for developing pupils' reading and writing skills

Since the core inspection, leaders have prioritised the need to develop pupils' reading and writing skills. Staff are aware of the importance of developing these skills and are clear about their roles in working towards this priority. Leaders ensure that there are beneficial opportunities to share best practice through, for example, professional learning sessions and a dedicated newsletter.

It was good to hear that leaders in this area are working with specific departments to identify opportunities to develop literacy skills and provide appropriate support, where necessary. It appears that there are a variety of beneficial opportunities in relevant subjects for pupils to develop their extended writing skills. Leaders have identified the need to create more good quality opportunities for pupils to develop their higher-order reading skills across the subjects and ensure further consistency as teachers correct language errors.

We believe it would be beneficial for you to consider:

- How will leaders evaluate the effect of strategies to develop pupils' reading and writing skills on pupils' standards and progress in lessons and over time?
- How will leaders ensure that teachers plan rich opportunities to develop pupils' higher-order reading skills across the subjects?
- Are all staff clear about their roles in improving pupils' accuracy and expression through agreed strategies?

Provision for developing pupils' numeracy skills

From the sample of work and the few lessons seen, it appears that the mathematics department is trying to teach pupils to foster a long-term understanding of mathematical concepts. Across the curriculum, it appears that a minority of numeracy tasks are strong, offer a suitable level of challenge and provide pupils with beneficial opportunities to develop their numeracy skills. It was good to hear that leaders in this area are working with relevant subject leaders to strengthen numeracy tasks and ensure that they are challenging enough. We heard that appropriate interventions are available for pupils who need more support and those who are more able in terms of number skills.

We feel that it would be worth considering:

- Do all numeracy tasks provided across the curriculum offer a suitable level of challenge for all pupils and ensure that they think deeply when completing them?
- Are teachers who teach the numeracy tasks always provided with enough support to ensure that they give the best possible guidance to pupils?

To what extent does the school develop the ability of leaders at all levels to identify strengths and areas for improvement in teaching and learning?

The school has a purposeful quality assurance calendar which includes a range of beneficial activities. These include learning walks, opportunities to scrutinise work and opportunities to seek the views of the school's pupils, parents and staff. It was good to hear that middle leaders are given valuable opportunities to contribute to these activities.

Senior leaders collate information from quality assurance activities to create comprehensive reports that are shared with the school's staff. Leaders appear to be able to discuss strengths and areas for development in provision. However, scrutiny reports on pupils' work and observations do not always refer to pupils' achievement and progress.

We believe it would be beneficial if the school considered:

- Do the school's improvement processes consider the quality of teaching and provision for skills by their effect on pupils' learning?
- Do leaders at all levels consider pupils' skills in sufficient detail and incisiveness as they observe lessons and scrutinise work?
- Is there scope to sharpen the success criteria of development plans at all levels to consider the desired effect on implementation and ensure accountability?
- Do link meetings focus in detail on teaching and learning?

We would like to wish you well with your future developments.

The school's most recent core inspection report and further information on the process and purpose of interim visits can be found on our website:

<https://estyn.gov.wales/education-providers/ysgol-morgan-llwyd/>

Yours sincerely



Catherine Evans
Assistant Director